



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 11911458  
SAU: York School Department  
School: York Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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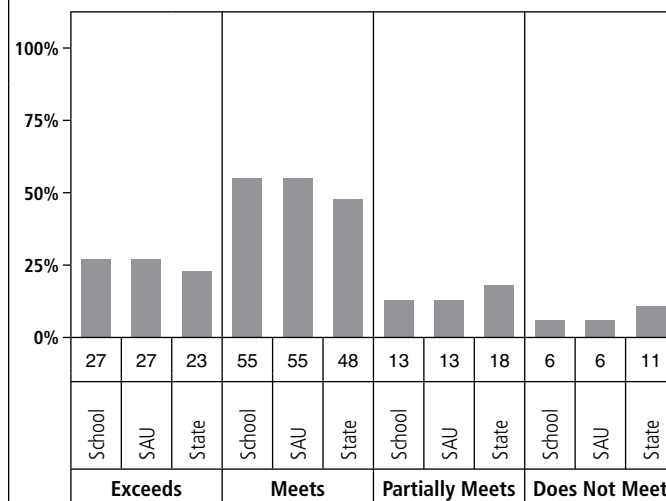
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

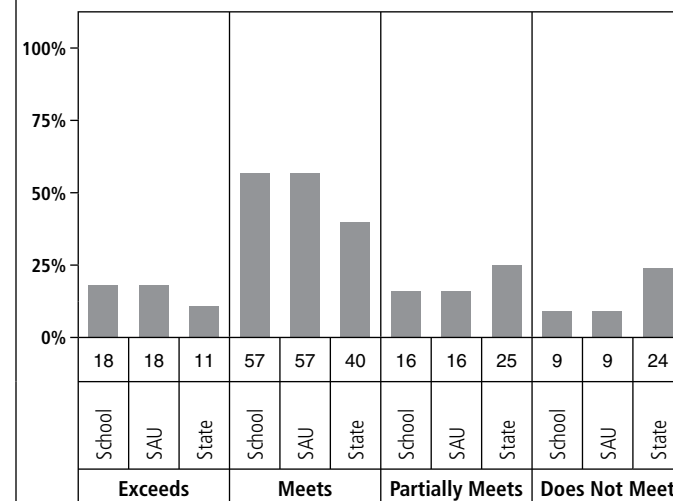
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	850	850	845
2006–2007	849	849	847
<b>2007–2008</b>	<b>853</b>	<b>853</b>	<b>849</b>
Cum. Avg. *	851	851	847
<b>Mathematics</b>			
2005–2006	852	852	840
2006–2007	850	850	842
<b>2007–2008</b>	<b>849</b>	<b>849</b>	<b>841</b>
Cum. Avg. *	850	850	841
<b>Science &amp; Technology</b>			
2005–2006	852	853	846
2006–2007	850	850	847
<b>2007–2008</b>	<b>852</b>	<b>852</b>	<b>847</b>
Cum. Avg. *	851	852	847

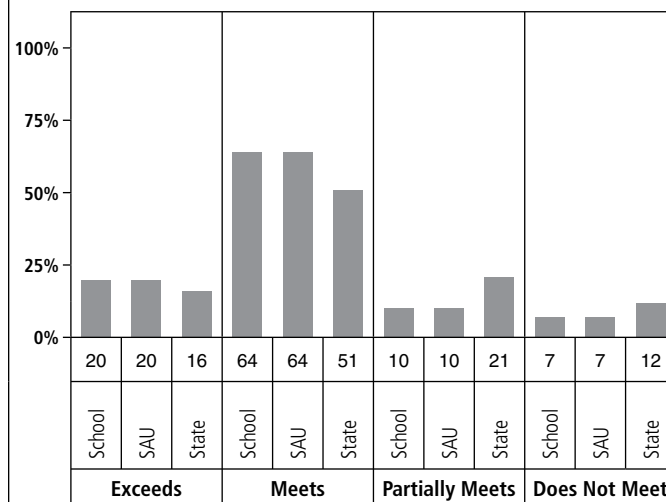
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	154	100	154	100	15274	100	153	99	153	99	15102	99	153	99	153	99	15097	99	153	99	153	99	15080	99						
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	1	1	1	1	186	1	1	100	1	100	181	97	1	100	1	100	182	98	1	100	1	100	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	153	99	153	99	14461	95	152	99	152	99	14312	99	152	99	152	99	14302	99	152	99	152	99	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	27	18	27	18	2508	16	26	96	26	96	2446	98	26	96	26	96	2441	98	26	96	26	96	2431	98						
Current LEP	1	1	1	1	327	2	1	100	1	100	316	97	1	100	1	100	322	99	1	100	1	100	322	99						
Economically disadvantaged	16	10	16	10	5420	35	15	94	15	94	5329	99	15	94	15	94	5324	99	15	94	15	94	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	130	84	130	84	12703	83	130	84	130	84	12694	83	130	84	130	84	12710	83						
Identified disability (PET/IEP)	3	2	3	2	437	3	3	2	3	2	421	3	3	2	3	2	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	2	2	2	2	229	2	2	2	2	2	231	2	2	2	2	2	230	2						
Participation with accommodations	22	14	22	14	2221	15	22	14	22	14	2227	15	22	14	22	14	2197	14						
Identified disability (PET/IEP)	22	100	22	100	1832	82	22	100	22	100	1844	83	22	100	22	100	1813	83						
LEP	1	5	1	5	136	6	1	5	1	5	143	6	1	5	1	5	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	1	1	1	1	177	1	1	1	1	1	176	1	1	1	1	1	173	1						
Identified disability (PET/IEP)	1	100	1	100	177	100	1	100	1	100	176	100	1	100	1	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	1	1	1	1	140	1	1	1	1	1	143	1	1	1	1	1	160	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	40	23	40	22	2695	17
	2006-2007	23	16	23	16	2407	16
	<b>2007-2008</b>	<b>41</b>	<b>27</b>	<b>41</b>	<b>27</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	104	22	104	22	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	87	49	88	49	6830	42
	2006-2007	86	58	86	58	7494	49
	<b>2007-2008</b>	<b>83</b>	<b>55</b>	<b>83</b>	<b>55</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	256	54	257	54	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	36	20	36	20	3741	23
	2006-2007	28	19	28	19	3628	24
	<b>2007-2008</b>	<b>19</b>	<b>13</b>	<b>19</b>	<b>13</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	83	17	83	17	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	14	8	14	8	3003	18
	2006-2007	11	7	11	7	1810	12
	<b>2007-2008</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	34	7	34	7	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	39.2	70.0	39.2	70.0	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.2	68.6	19.2	68.6	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	19.9	71.1	19.9	71.1	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	152	41	27	83	55	19	13	9	6	853	152	27	55	13	6	853	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	1										1						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	151	41	27	83	55	18	12	9	6	853	151	27	55	12	6	853	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	25	3	12	7	28	6	24	9	36	837	25	12	28	24	36	837	2269	3	24	32	42	833
No	127	38	30	76	60	13	10	0	0	856	127	30	60	10	0	856	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	1										1						308	8	30	27	34	837
No	151	41	27	83	55	18	12	9	6	853	151	27	55	12	6	853	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	14	1	7	7	50	4	29	2	14	842	14	7	50	29	14	842	5222	12	44	25	19	843
No	138	40	29	76	55	15	11	7	5	854	138	29	55	11	5	854	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	152	41	27	83	55	19	13	9	6	853	152	27	55	13	6	853	14917	23	48	18	11	849
<b>Gender</b>																						
Female	71	29	41	36	51	6	8	0	0	859	71	41	51	8	0	859	7198	30	48	15	7	853
Male	81	12	15	47	58	13	16	9	11	848	81	15	58	16	11	848	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						807	9	41	32	18	842
No	152	41	27	83	55	19	13	9	6	853	152	27	55	13	6	853	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	0										0						592	71	28	1	0	867
No	152	41	27	83	55	19	13	9	6	853	152	27	55	13	6	853	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0									859	0					859	9	10	39	24	26	841
B. less than one hour	100	1	33	2	67	0	0	0	0		100	33	67	0	0		46	20	50	20	11	849
C. one to two hours	0										0						41	28	49	15	7	852
D. more than two hours	0										0						5	28	44	15	12	850
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	0									852	0					852	33	31	48	14	7	853
B. They match some of what I have learned.	0										0						53	21	51	19	9	849
C. They match just a little of what I have learned.	0										0						11	14	41	25	20	844
D. There is no match.	100	0	0	1	100	0	0	0	0		100	0	100	0	0		3	6	34	26	35	836
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	0									852	0					852	31	42	44	8	6	857
B. good	100	0	0	1	100	0	0	0	0		100	0	100	0	0		49	19	54	19	9	849
C. fair	0										0						18	5	42	31	22	840
D. poor	0										0						2	4	29	32	34	835
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	0									852	0					852	15	16	44	22	18	845
B. about the same as my regular schoolwork	100	0	0	1	100	0	0	0	0		100	0	100	0	0		65	23	49	18	9	850
C. easier than my regular schoolwork	0										0						19	30	49	14	8	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	0										0						53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	0										0						38	36	48	11	5	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	0										0						43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	0										0						51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	43	24	23	842
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	0									876	0					876	18	31	47	13	9	852
B. 20 minutes to an hour	100	1	100	0	0	0	0	0	0		100	100	0	0	0		41	28	49	15	7	852
C. less than 20 minutes	0										0						13	20	49	18	12	848
D. I rarely read at home.	0										0						28	12	47	26	16	844
<b>How do you feel about the following statement?</b> <b><i>"My knowledge of reading will be useful to me as an adult."</i></b>																						
A. strongly agree	0										0						43	31	48	14	7	853
B. agree	0										0						48	18	50	20	12	848
C. disagree	0										0						6	11	43	24	21	843
D. strongly disagree	0										0						2	6	36	32	26	839
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	60	34	61	34	1714	11
	2006-2007	34	23	34	23	1952	13
	<b>2007-2008</b>	<b>27</b>	<b>18</b>	<b>27</b>	<b>18</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	121	25	122	26	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	76	43	76	43	5533	34
	2006-2007	70	47	70	47	5870	38
	<b>2007-2008</b>	<b>87</b>	<b>57</b>	<b>87</b>	<b>57</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	233	49	233	49	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	23	13	23	13	4764	29
	2006-2007	28	19	28	19	3982	26
	<b>2007-2008</b>	<b>25</b>	<b>16</b>	<b>25</b>	<b>16</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	76	16	76	16	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	18	10	18	10	4251	26
	2006-2007	16	11	16	11	3534	23
	<b>2007-2008</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>9</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	47	10	47	10	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.8	61.3	9.8	61.3	8.4	52.5
Cluster 2: Shape and Size	14	25	8.0	57.1	8.0	57.1	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.8	60.0	4.8	60.0	4.6	57.5
Cluster 4: Patterns	18	32	10.7	59.4	10.7	59.4	8.9	49.4

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: York School Department  
 School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	152	27	18	87	57	25	16	13	9	849	152	18	57	16	9	849	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	1										1						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	151	27	18	87	58	24	16	13	9	849	151	18	58	16	9	849	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	25	0	0	12	48	3	12	10	40	835	25	0	48	12	40	835	2265	1	14	22	62	824
No	127	27	21	75	59	22	17	3	2	852	127	21	59	17	2	852	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	1										1						315	5	24	20	51	828
No	151	27	18	87	58	24	16	13	9	849	151	18	58	16	9	849	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	14	1	7	6	43	5	36	2	14	842	14	7	43	36	14	842	5217	5	30	29	37	834
No	138	26	19	81	59	20	14	11	8	850	138	19	59	14	8	850	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	152	27	18	87	57	25	16	13	9	849	152	18	57	16	9	849	14914	11	40	25	24	841
<b>Gender</b>																						
Female	71	13	18	41	58	12	17	5	7	849	71	18	58	17	7	849	7199	11	40	26	23	841
Male	81	14	17	46	57	13	16	8	10	849	81	17	57	16	10	849	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						806	3	20	30	47	831
No	152	27	18	87	57	25	16	13	9	849	152	18	57	16	9	849	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	0										0						592	58	39	2	1	864
No	152	27	18	87	57	25	16	13	9	849	152	18	57	16	9	849	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0									858	0					858	9	5	30	23	41	833
B. less than one hour	100	2	67	0	0	1	33	0	0		100	67	0	33	0		46	10	40	26	25	840
C. one to two hours	0										0						41	14	42	25	19	843
D. more than two hours	0										0						5	14	38	23	24	842
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	0										0						30	17	43	22	18	845
B. They match some of what I have learned.	0										0						50	10	42	26	22	841
C. They match just a little of what I have learned.	0										0						17	6	32	29	33	836
D. There is no match.	0										0						4	3	18	25	54	828
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	0										0						26	29	46	14	11	851
B. good	0										0						45	7	46	27	20	841
C. fair	0										0						23	1	26	34	38	833
D. poor	0										0						5	1	14	29	57	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	0										0						34	4	35	28	32	836
B. about the same as my regular schoolwork	0										0						52	10	43	26	21	842
C. easier than my regular schoolwork	100	1	100	0	0	0	0	0	0	874	100	100	0	0	0	874	13	33	40	14	13	852
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	0										0						44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	0										0						50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	27	27	38	835
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						9	6	38	27	29	837
B. two or three days a week	0										0						16	8	38	27	27	839
C. two or three times each month	0										0						28	12	41	27	21	843
D. never or almost never	0										0						48	13	40	23	24	842
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						38	14	42	23	21	843
B. two or three times a week	0										0						33	10	41	26	23	841
C. two or three times each month	0										0						18	10	36	27	27	840
D. never or almost never	0										0						11	7	34	26	33	836
<b>How do you feel about the following statement?</b> <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	0										0						54	14	44	23	18	844
B. agree	0										0						38	8	36	27	28	838
C. disagree	0										0						6	6	31	28	36	835
D. strongly disagree	0										0						2	3	23	25	49	831
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	37	21	38	21	1879	12
	2006-2007	23	16	23	16	2192	14
	<b>2007-2008</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	90	19	91	19	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	113	64	113	63	8604	53
	2006-2007	87	59	87	59	7916	52
	<b>2007-2008</b>	<b>97</b>	<b>64</b>	<b>97</b>	<b>64</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	297	62	297	62	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	19	11	19	11	3618	22
	2006-2007	26	18	26	18	3340	22
	<b>2007-2008</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	60	13	60	13	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	8	5	8	4	2174	13
	2006-2007	12	8	12	8	1865	12
	<b>2007-2008</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	30	6	30	6	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.2	65.7	9.2	65.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.8	55.7	7.8	55.7	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.6	61.4	8.6	61.4	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.6	68.6	9.6	68.6	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	152	30	20	97	64	15	10	10	7	852	152	20	64	10	7	852	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	1										1						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	151	30	20	97	64	15	10	9	6	853	151	20	64	10	6	853	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	25	2	8	8	32	7	28	8	32	839	25	8	32	28	32	839	2258	3	29	31	37	836
No	127	28	22	89	70	8	6	2	2	855	127	22	70	6	2	855	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	1										1						315	4	29	25	42	834
No	151	30	20	97	64	15	10	9	6	853	151	20	64	10	6	853	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	14	0	0	10	71	1	7	3	21	843	14	0	71	7	21	843	5206	8	45	28	20	842
No	138	30	22	87	63	14	10	7	5	853	138	22	63	10	5	853	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	152	30	20	97	64	15	10	10	7	852	152	20	64	10	7	852	14900	16	51	21	12	847
<b>Gender</b>																						
Female	71	14	20	45	63	8	11	4	6	852	71	20	63	11	6	852	7196	14	52	23	12	847
Male	81	16	20	52	64	7	9	6	7	853	81	20	64	9	7	853	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						804	6	38	34	22	841
No	152	30	20	97	64	15	10	10	7	852	152	20	64	10	7	852	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	0										0						592	63	35	1	0	865
No	152	30	20	97	64	15	10	10	7	852	152	20	64	10	7	852	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: York School Department  
School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0									866	0					866	9	10	40	26	23	842
B. less than one hour	100	1	33	2	67	0	0	0	0		100	33	67	0	0		46	14	52	22	12	847
C. one to two hours	0										0						41	19	53	19	9	849
D. more than two hours	0										0						5	19	47	21	14	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	0										0						29	19	54	19	9	849
B. They match some of what I have learned.	0										0						49	16	51	22	11	848
C. They match just a little of what I have learned.	0										0						18	13	51	23	13	846
D. There is no match.	0										0						5	9	39	29	23	842
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	0										0						23	28	51	13	8	853
B. good	0										0						54	15	55	21	9	848
C. fair	0										0						20	5	45	32	18	842
D. poor	0										0						3	2	35	34	29	838
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	0										0						27	15	49	22	14	846
B. about the same as my regular schoolwork	0										0						59	15	53	22	10	848
C. easier than my regular schoolwork	0										0						13	21	51	18	10	850
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	0										0						40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	0										0						55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	12	41	25	22	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	0										0						25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	0										0						24	18	53	20	10	849
C. the course(s) described in B, plus physics	0										0						22	30	47	14	8	853
D. a life science and physical science class	0										0						29	8	52	27	14	844
<b>How do you feel about the following statement?</b> <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	0										0						27	23	51	17	9	851
B. agree	0										0						54	15	53	21	11	847
C. disagree	0										0						15	10	50	26	14	845
D. strongly disagree	0										0						4	7	39	30	24	841
<b>How well does the following statement reflect your future goals?</b> <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	0										0						25	24	52	15	8	851
B. agree	0										0						37	15	50	22	12	847
C. disagree	0										0						26	12	53	23	12	846
D. strongly disagree	0										0						12	8	48	28	15	844
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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N = Number